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Local teacher associations are urged to share this handbook with school administrators and citizens as the first step in a cooperative effort in school finance campaigns. Advice is given to administrators, teachers, and citizens on planning the campaign, the role of teachers and education associations, developing strategy, identifying the voters, developing a theme and message, financing the campaign, developing a campaign timetable, choosing communication channels, grassroots work, campaign organization and staffing, basic tools, characteristics of the opposition, and postcampaign procedures. Sample materials for use in school tax election campaigns are appended; they range from an organization chart to sample letters designed to reach various groups of voters. (TT)

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School Finance Campaign Handbook

for education associations

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Symbol of the United Teaching Profession

This symbol, adopted by the NEA Executive Committee in 1966, combines the legacy of the past (π for παιδεια, the ancient Greek word for education) with new direction for the future (▶). The spherical triangle serving as the background represents the mutually supportive programs of local, state, and national education associations to advance education.

In one sentence, then, the design symbolizes the forward thrust of education through a united teaching profession. Registration of this symbol with the U.S. Patent Office as a "collective membership mark" has been completed.

Attractive enamel and silver jewelry containing this symbol—pins, lapel buttons, tie tacks, charms, and tie bars—may be purchased by those who are members of local, state, and national associations. Decals for automobile and classroom windows and name tags for meetings are free. For information and order blanks for these items, write to the membership division of your state association or to the Division of Affiliates and Membership, NEA, 1201 16th St. N.W., Washington, D.C. 20036.

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A service of the public relations department of your state association and the NEA's Division of Press, Radio, and Television Relations and Citizenship Committee.

Foreword

If there is one major void in education that the professional teachers organization hasn't filled, it is during a school tax levy or bond issue campaign.

Many times it's not the fault of the teachers association. School administrators and boards of education have often ignored the cooperation and assistance of teachers during a school tax levy. In some cases, teachers are told, "Stay out of this campaign. Just teach, that's your job. We'll take the story to the voters."

Far too many times, teachers and other members of the school staff know less about the issue than the average voter in the school district. Many voters report they find school personnel unable to answer questions about school tax issues.

"Everybody works at our house" should be the theme when a school district solicits voter approval for additional operating funds or school buildings. It has never been easy to convince citizens to raise their own taxes voluntarily by approving a school tax increase. In these days of inflation and rising taxes, it requires the combined, cooperative efforts of school boards, administrators, all school employees, and citizens to help carry the school story to voters and secure a "yes" vote at the polls.

If an improved school program depends upon such a vote, then members of the professional teachers association shouldn't hesitate to say so nor be omitted from the informational effort.

If school administrators and boards of education make no real effort to assume the leadership for such a campaign (which sometimes happens), then the local education association must do it, in concert with citizens.

So it's not a question of whether teachers should take part in a school tax campaign, but in what way.

That is the purpose of this handbook. The local association is urged to provide this manual for school administrators and citizens as the first step in a **cooperative** effort urging voter support for an improved school program.

The Stage Is Set

School tax elections mirror the community's feelings about their schools, their children, and education in general. These attitudes are formed slowly over a long period of time and cannot be quickly changed. So nothing is of more value in a school tax election than the relationship the school has developed with the community.

As author Leslie Kindred has suggested, the quality of public education in a community seldom rises significantly above the level of citizen understanding of and confidence in the educational program. It's a matter of trust, and of pride in the staff, the programs, and school facilities.

This feeling of trust and satisfaction isn't built solely on a one-shot, intensive bond issue or tax campaign. It is developed through a year-round, two-way communication program, both within the staff of the school district and in the community.

Citizen trust and confidence is built and maintained by the personal contacts of teachers and administrators, and all school employees, with parents and non-parents alike.

By offering a good educational program, encouraging widespread community use of school buildings, and offering after-school and adult education programs, school districts take a big step toward improving citizen understanding and pride in their schools. Wide coverage by press, radio, and television of all aspects of the educational program, both progress and problems, is another major step in development of positive community attitudes.

In addition, school systems need to make a continuous evaluation of economic conditions in the community and the effects of social change. Frequent surveys of citizen attitude and opinion are also important. A school system cannot meet a community's educational needs without knowing what citizens want and expect from their schools.

If all of these factors have been taken into consideration, if schools have been making a continuous, two-way communication

effort with the people they serve, then the stage is set for an effective, successful school election campaign.

Planning the Campaign

The best time to begin planning for a school tax or bond issue campaign is the day after the last campaign! A careful post-election poll of how and why voters made up their minds on a tax issue is a key guide to planning the next campaign. But assuming this time has passed, the next step is to begin planning the next campaign well in advance. The planning stage is the most important part of the campaign and is usually the most neglected.

Survey after survey of unsuccessful school tax elections reveal an old story: voters report, "it was all too much, too soon, too quick, too fast." Too little planning too late is the primary reason for defeat at the polls. Otis A. Crosby, veteran Detroit school campaign counselor, polled school administrators who conducted both successful and unsuccessful school tax campaigns in Michigan in 1968. His tabulation revealed the "successful" districts began planning for their campaign about four months before election day. Some indicated from five months to as much as a year. The great majority of "unsuccessful" respondents in Mr. Crosby's poll spent only from one to three months preparing for the election. That's much, much too little time. A full year is preferable, for a thorough assessment of public attitudes, school needs, and planning a well-organized, effective face-to-face campaign. Changing local conditions sometimes prevent starting that far in advance but at least four to six months should be spent in this vital stage of the campaign.

Obviously, the first step in planning is the decision by the board of education that a bond or levy proposal is necessary. This should not be a unilateral decision of the board. The professional teachers association should be included in the study process prior to formulating a final election decision, and a citizens committee should be asked to assist the school district in the study of school needs. If needs are real and critical, citizens should be asked to help in the analysis of those needs as should teachers.

A request for additional school funds, or new buildings, com-

ing from a citizens committee, carries a great deal more weight in a community than a sudden announcement from the school board. Before any final decision of the board, public reaction to recommendations of the citizen study committee should be sampled, and key community leaders need to be consulted about their reaction to the apparent needs of the schools.

Unanimous Board Approval

One other imporant point in the initial decision to call for an election: *unanimous board accord* is vital to the success of any tax proposal. If members of the school board can't agree on the need for an election, how can citizens? Many school campaigns have failed because they were openly opposed by one member of the school board.

The Analysis Step

While a study of school needs is underway, and before the decision of the board of education, a careful school-community analysis should be made. As a background on which to build the campaign, questions like these should be answered:

1. What's the opinion of citizens as it pertains to today's school system?
2. What's the public attitude toward:
   a. General services of the schools
   b. Quality of teaching
   c. Practical offerings of the curriculum
   d. Community use of schools
   e. Costs?
3. Is the board of education united in objectives?
4. Are members of the teachers association and other staff members convinced and willing to extend themselves?
5. What's the history of past school campaigns in this community—what were strengths and what constituted discontent and dissent?
6. What have been the election manners in school campaigns of surrounding communities?
7. How do parents feel about improving the educational program?
8. What are the friendly school groups (such as PTA's, room mothers, child study clubs, newcomers clubs, etc.)?
9. What about opposition—unorganized and organized?

10. What is the pulse of the parochial and/or private school interest?
11. How about the big taxpayers in town—do they sense the school needs? Do they feel the schools have served adequately?
12. What's the tone of the mass media coverage of schools?
13. Is the Chamber of Commerce friendly to the schools?
14. Has school cooperation with business, industry, and labor been enthusiastic?
15. Where is the nucleus for leadership in a citizens committee to direct the election campaign?

If real doubt exists about the tenor of community feeling, a studied attempt to determine popular opinion about schools should be made. A pre-election opinion poll is one of the most valuable indicators available in planning an election campaign. If carefully conducted, such a poll can determine what opinions prevail, who holds those opinions, and the degree to which respondents have those feelings. Very often the high school sociology teacher has had graduate training in social science research and would be a big help in formation of the questions to be asked and sampling method for such an opinion poll. Consultant advice on opinion polling may also be obtained from nearby state universities, customer relations departments of major manufacturers, public utilities, some advertising or public relations firms.

Citizen Leadership

One of the next most important tasks in planning a school tax election, after a careful analysis of community attitudes and opinion, is determining key citizen leadership for the campaign.

If a year-round citizen planning and advisory committe is not in operation in the school district, such a group must be developed for the election campaign. In some communities, where citizen assistance had not been provided or even sought by the school district, the teachers association has been successful in urging formation of a citizen committee. One school district, after two successive tax election defeats, won the third time when teachers aroused the interest and help of a handful of key citizens. Together they mounted an effective information campaign which resulted in approval of both a new building and operating funds.

A key citizen, or pair of them, should be attracted to serve as chairman of a special election committee. This top job calls for

people who are respected by others, who have a reputation for getting things done—people with good judgment and a knowledge of the community.

A citizens committee should be representative of all aspects of the community. Businessmen, industrialists, labor leaders, representatives of major political parties, women's groups, religious groups, realtors, and professional people should be included. Representatives of all local educational associations also should be included, plus top leadership from the parent-school organizations. By listing important elements in the community and identifying well-known leaders from each of those elements, campaign leaders should have a truly representative list of citizens as potential committee members. Each of these people should be personally contacted and asked to serve on the citizens committee. That's one illustration of why adequate *time* is essential in the planning of a school election campaign. Encouraging citizen membership on an election campaign committee and organizing that group takes time and is the ultimate key to a carefully prepared campaign.

The large citizen committee should select an appropriate name for itself and all of the activities of the election campaign carried out under that name. *Avoid* such committee titles as SCHOOL TAX LEVY COMMITTEE or COMMITTEE TO PASS THE TAX LEVY or even SCHOOL BOND ISSUE COMMITTEE. Follow the lead of successful citizen groups which have chosen such names for their groups as FULL-TIME SCHOOLING COMMITTEE, "PUT CHILDREN FIRST" COMMITTEE, COMMITTEE FOR QUALITY EDUCATION, or the CHILDREN'S DAY COMMITTEE.

A small group from the large citizens committee should actually direct campaign activities. This group, a steering committee, should include key people whose occupations permit them to meet often, and on short notice. Membership of the steering committee should include representatives of the school administration, PTA, and the professional education association. At least one member of the school administrative staff should be asked to serve on the steering committee and act as a liaison person between the committee and the school district. The chairman or co-chairmen of the large citizens committee should carry the responsibility for directing the steering committee and the entire campaign. The late Harold

Kingsley, veteran California campaigner, warned school superintendents not to try, nor be expected, to "do it all." The need for additional school operating funds or classrooms is the community's problem . . . not just the problem of the board of education or the superintendent.

The citizens committee should carry the responsibility of conducting all pre-election research and preparation of materials, organize a voter registration campaign, select an election theme, raise the funds to finance the campaign (more about this point later), organize the face-to-face campaign, prepare and handle all publicity, and see that the campaign follows a planned timetable of events and strategy.

Once the citizens committee has been organized and its leadership named, extensive publicity should indicate this and state the purpose of the group. The committee should be acknowledged and supported by the board of education, which should publicly approve the efforts of these citizens to improve the quality of education in the school district.

Otis Crosby adds a footnote at this point: "A citizens committee is a must in these days. It's not the easy way to do things, neither is it the quick way, but for these times there seems to be no comparable substitute."

The Staff and Education Association

How much teachers and other school staff members participate in a school tax election is dependent upon what is best in that local situation in order to accomplish success at the polls and improve school-community relations. From the outset, the entire staff should be involved in campaign planning and many activities.

The leadership of the local education association should be regularly informed and included in studies of needs prior to the decision of the school board to call for an election. Once that decision is made by the board of education, school administrators ought to schedule informative sessions immediately with all faculty members and all non-professional school employees to explain the coming school tax election.

In many instances, citizen committees have made their initial presentations to members of the staff, as a "dry run" for the many

public appearances of the citizens speakers bureau during the election campaign.

Teachers have many special talents that are extremely helpful to citizen committees. Art teachers can help prepare materials, flip charts, brochures, visual presentations. Journalism teachers can assist in development of campaign copy. The local education association, involved in campaign planning from the very beginning, can advise administrators and citizen leaders of the best ways to utilize the skills and services of members of the teaching staff, and coordinate internal communication with all school employees.

The mechanism for registration of voters should be set up well in advance of the start of the actual school election campaign. Here is a task made to order for the professional teachers association!

Working with the PTA, teachers can add their organizational and creative skills to a worthwhile task of good citizenship—encouraging the registration of potential voters, especially parents and those who have just moved into the school district. Registration is especially important in suburban communities, where a high transiency rate and steady influx of residents brings hundreds of new potential voters into the district each year.

The research study of Richard F. Carter, conducted at Stanford University in 1960, identified characteristics of the most favorable school voter. Mr. Carter found, in his study, *Voters and Their Schools,* that young voters who have children of school age are most favorable in their attitudes toward the schools. The most favorable school voters, the study reveals, are those young voters who are *"very likely to be recent residents of the community."*

The education association can provide a committee of teachers to work with PTA members in developing a voter registration campaign, under the direction of the citizens steering committee, organized around elementary school attendance areas. The parents of every child in the school district who have moved into the attendance area in the past year should be contacted. Teachers' classroom records provide a ready list of new families to be contacted by the association and urged to become registered voters. Notes mailed to "new" parents can notify them of where and when they may register, and follow-up telephone calls can be used as a reminder. Association leaders can check with local election officials to arrange

for providing deputy registrars in the schools for the convenience of parent voter registration. In some communities, at the suggestion of teachers and parents working together on registration, city clerks have deputized school office secretaries who have registered hundreds of parents in the school during regular school hours.

Registration, like any other major civic project, requires an organizational effort, and the professional association is a "natural" for this task. In addition to concentrating on new parents, the association should conduct an intensive voter registration campaign within the school staff. School districts that employ dozens of new teachers each year often overlook new employees during voter registration campaigns.

The names and addresses of all newly registered voters should be obtained from election officials after the registration period ends. These "new" voters should then receive a letter from the citizens committee just prior to the special school election, welcoming them to the school district and urging support for the school proposal on the ballot.

An Early Strategy Session

The first task of the steering committee in a school election campaign is to determine strategy, theme, and timing. Most school election campaigns center on the concept of attempting to get everyone to the polls. Unfortunately, this usually results in sending huge numbers of uninformed voters into voting booths in one of the rare opportunities they have to determine increased taxation. Concerned about federal, state, or local income taxes, rising property taxes, and a host of local civic tax issues determined without voter participation, citizens often respond to their feelings of frustration by voting "no!" on school issues. In campaign after campaign conducted on this mass approach, voters without children in public schools and those without school-age children at all may outnumber parents of public school children at the polls. The losers, in this case, are the children in the public schools.

Who Are the Voters?

Veteran school election campaigners offer this advice: identify the "yes" vote early and be sure to get those people to the polls.

No appeal is likely to change the hard core of negative votes that exists in every community. Voter strategy is one of the first decisions that should be made by the campaign committee.

Favorable voters should be identified by the committee and the major face-to-face informational campaign then be directed at these friendly groups. There's ample research to indicate probable "yes" voters who include:

1. Parents of pre-school age youngsters (who, encyclopedia salesmen report, buy more sets of their reference books than any other age group of parents!)
2. Parents of young school children
3. Other parents with children in school
4. New residents of the community
5. Professional and non-professional school employees
6. Members of school organizations (PTA, room mothers, library aides, teacher aides, band boosters, etc.).

Names, addresses, and telephone numbers of these voters should be recorded on a workable card file (and here's another task where the education association can provide plenty of manpower!) for use by campaign workers. An initial use of this file will be the search for willing campaign workers.

The reason that major efforts must be made to get young adults registered to vote and to the polls is that their voting record is not good. According to U. S. Census Bureau studies, the bulk of voters are middle-aged, middle-income white citizens.

While the American population is getting younger, half of the electorate is 45 years of age or older. It is true that a record number of young people have come of voting age since 1964, some 12.5 million. But voters under 25 still don't begin to rival in number the 19.2 million persons who are 65 and over. And while the "youth vote" is expected to jump in the next few years, the number of persons 65 and over is also expected to rise so that the effect of the vote of younger people may not seem so dramatic.

Also, young adults have the worst voting record of any group. In 1964, only 51 per cent of the 10 million people under 25 went to the polls, compared with more than 70 per cent of the older population. A recent study by pollster George Gallup found that only 48 per cent of people 21-29 were registered to vote. One reason: Young people move more often than their elders, which

means they aren't likely to be registered to vote in their new community and that there are more of them who can't satisfy residence requirements for voting.

Voter participation is highest—74 per cent in 1964—among persons aged 35-64, who are concentrated increasingly in the suburbs; this age group now numbers 64.6 million. Voting also tends to rise as incomes increase; 85 per cent of those earning $10,000 or more voted in 1964. Education, as would be expected, is reflected in turnout; 88 per cent of college graduates cast ballots in 1964, compared with only 51 per cent of those with less than eight years of schooling.

Next, in basic election strategy considerations, the citizens campaign committee and board of education should carefully consider the election day and date. Legal requirements, other regular or special elections, and community habits should be carefully reviewed. But, generally speaking, a school election has a better chance for success if held when schools are in session, not during summer vacation when potential "yes" voters (parents) are scattered on vacation and person-to-person communication is extremely difficult. Studies have shown that fall is very often the most favorable time for a school tax election. Late September, October, or early November are usually good times. The winter months, especially January, February, and March, are just the opposite. Many school district officials find it difficult to crank up enthusiasm for increased taxes during April, especially near the 15th of that month when Americans are poring over federal income tax returns.

Which day of the week is better for an election? That depends on which day in that community is most likely to produce a good turnout of *parents* at the polls. Saturday is usually a bad election day in many cities, but some suburban school districts report it's one of the best for young parents, especially fathers who commute to the city all week to their jobs. Tuesday or Wednesday are usually preferred days, according to studies of successful school elections.

Here again, there is no magic formula that says that the day of the week or month of the year is the secret to success or failure at the polls. Important considerations, true. But widely recognized school needs, endorsed by a hard-working citizens committee in

a carefully planned campaign—these are more important considerations.

Developing a Theme and Message

To be successful, a school election campaign should be *child-centered*—not centered on taxes, nor on dollars, nor on buildings, nor on teachers. The campaign emphasis should be where it rightfully belongs—on children, and how approval of the specific issue on the ballot will benefit them.

What about voters who have no children in school? They have grandchildren in school, or know of neighbors who have children in school . . . and the voter once was a child himself!

Voters ask—and they have a right to ask—"What am I going to get out of this tax hike?" Parents ask, "How will my youngsters benefit if we approve this school issue?" Everything that is planned, printed, and said in a school election campaign should answer those questions. Voters need to be told, simply and dramatically, how a "yes" vote will benefit those youngsters who now or will attend school.

Far too many school campaign planners have lost track of some basic fundamental public attitudes:

1. Nearly everyone is in favor of helping children.
2. Most Americans, especially certain nationalities and races, believe in education.
3. Generally, most Americans want better schools and are willing to support them *if* the need to do so is understood by them.

Most people make the major decisions of their lifetime on an emotional basis. They choose mates, select an occupation, buy automobiles and most other major investments for the household based on how they *feel* about those decisions. People think with their hearts as much or more than with their heads.

Schools are dealing, each day, with a parent's "two most priceless possessions" . . . his child and his pocketbook. And when that parent enters a voting booth to help decide the fate of a school tax proposal, a tug o' war takes place, mentally, between those two values—between the heart and the head! Most parents are willing to pay their share, to increase their own taxes, volun-

tarily, if they are convinced a "yes" vote will improve the education of young people.

So school election campaigns should center on an emotional appeal, backed up by simple, understandable facts. For example, one midwestern school district used this theme at election time: "CHILDREN ARE IMPORTANT IN CENTER CITY." The election proposals were for a multi-million dollar school construction program and additional school operating funds. The appeal to voters was not made through "millions" or "dollars" or "funds." School election day in one community was billed as CHILDREN'S DAY. Another school district, proud of its educational program, sought to improve it at the polls with a request for more operating funds. Said the citizens committee to voters: KEEP UP THE GOOD WORK—VOTE YES FOR CHILDREN.

The theme of the campaign should be positively expressed. Voters don't want to be threatened or shoved into anything. Avoid threats such as "Vote yes or children will be put on half-days." The public is very apt to say, "You can't threaten me," and then vote "no" to see if the school board will carry out its intent. One school district, faced with half-day sessions as the only alternative should a tax levy fail, was advised by a citizen committee to explain that dilemma, but in a positive manner. The committee's brochure contained this message:

Half-a-day
is long enough to teach a child
how to write his name,
but not long enough to teach him
how to read it.
Vote YES. Give our children
full-day schooling.
They deserve it.

Moral: it's often not what you say, but how you say it!

The theme and focus of the school campaign should be aimed at women. Two-thirds of the decisions in the home are made by women, according to consumer experts, and research indicates women help convince the men, *especially when the needs of children* are at stake. The campaign theme, then, should be positive, simple, and honest—aimed at the heart, not at the pocketbook.

One last point on theme and message development: Once the emotions have been reached and educational needs of children explained, voters need to understand costs. But instead of traditional financial pie-charts, extensive columns of tax rates, graphs, and dollar signs, campaign literature should explain finance in simple, easily understood terms. Costs of tax increases should be reduced to cents per $1,000 of assessed value. But, to visualize that even more effectively make a comparison illustration. For example, if the school tax increase would cost the homeowner with an "average" assessment just under one dollar per $1,000 of assessed value, illustrate that by "about the cost of a pound of coffee." In one community, where the pound-of-coffee illustration was used to describe average voter costs, each citizen committee speaker carried a pound of coffee in a paper sack, to drive home the illustration!

Voters shouldn't be overwhelmed with a mass of detailed facts. Major points that need to be made should reenforce and explain school needs and the immediate solution to those needs. Too many details cause confusion, raise side issues in the minds of voters, and defeat the purpose of the basic story. The election theme and message should be *repeated* by campaign literature, news stories, speeches, and visual presentations before groups. Each of these tools needs to be brief, simple, and understandable to the average person.

Financing the Campaign

Brochures, newspaper ads, and most of the tools developed for use in an election campaign cost money. In many states, it is illegal for a school district to use public funds for campaign expenses.

Although the laws of most states permit school districts to use school funds to pay costs involved in *general* election information (announcing the date, place, and purpose of the election), no public funds should be expended by the district on materials directly related to the desired results. It is usually quite acceptable for school districts to use tax monies to finance materials describing pre-election campaign activities, such as the report of a needs study developed by citizens committees. But when in doubt, leave it out

. . . of the regular school revenue and assign this task of financing to the election steering committee.

A reasonable budget should be developed to cover adequately all campaign expenses and this is a primary task of the citizens committee. Fund-raising *time* needs to be plugged into the general campaign timetable, and careful attention paid to the method of collecting these private funds. Campaign costs will vary from a few hundred dollars in small communities to thousands of dollars in large cities.

Here's another place where the local professional education association can make a significant contribution to the citizens campaign, as can other school employee organizations. The executive board of the teachers association should decide on the amount of contribution from the association, and present a check to the campaign treasurer. In West Virginia, teachers donated $2,000 to cover all campaign expenses of a tax election and helped pass the first successful school levy in 10 years (after 9 consecutive defeats!)

Campaign finance contributions are solicited from many other sources—from businessmen, local industry, parent groups, and the general public. Students who want to take part in the school election campaign have operated car washing stations in shopping centers to help raise funds for the school election citizens committee.

The secret to successful campaign fund raising rests in *who* asks for the funds. Careful considerations should be given by the citizens committee to the appointment of a finance subcommittee. Very often, influential community leaders are chosen for this background, but important, campaign role.

One final suggestion on campaign financing: immediately after the election, a letter should be sent by the committee to all contributors. This thank-you should contain a summary of how the campaign funds were used, and if a balance is left in the fund, how that surplus will be spent (often a surplus is turned over to local school scholarship funds).

The Campaign Timetable

The school election campaign train has to run on a strict timetable to build community interest and support to a peak on election day. Too many school tax election campaigns begin too

soon or not soon enough. The public campaign activities should be confined to the three weeks before election day in order to accomplish an effective block-by-block, face-to-face information program. If these activities start too soon, interest falls off just when it is most needed—prior to election day. If adequate time is not allowed for neighborhood and front porch information activities, the campaign will not accomplish its purpose.

The steering committee should map a detailed blueprint of campaign activities, both planning and action stages, and provide each member of the citizens committee a copy of the timetable. From then on, the campaign chairman or co-chairmen will direct activities based on that timetable.

Sample Timetable For A School Tax Campaign

Time before election	*Jobs to be done*
4 months	Citizens Advisory Committee meets for precampaign planning
	Leadership organized
	Attitude of community surveyed
	Past campaigns studied
	Voter registration drive planned
3 months	Citizens Committee selects chairman for campaign
	Necessary committees appointed
	Background data collected by appropriate committees
	Timetable set up
	Budget adopted
	Election strategy discussed
	Theme selected
	Work begun on presentation and brochure
8 weeks	Newspapers carry story that board will meet to set election details
	Board of Education sets details and date
	Newspapers carry story on board action
	Details of election defined at staff administrative meeting day after board action

		Informational meetings for all staff in each building
		Board holds informational meeting with cross-section of community
		Citizens Committee chairman announces citizen effort and asks all citizens to attend special meeting of committee.
		Workers organized at this meeting
		Campaign funds solicited
	7 weeks	
		Basic presentation should be completed
		Outline for speech and visuals that will be used
		Basic brochure copy should be completed
		Voter registration drive started
	6 weeks	
		Citizens Committee meeting held; jobs assigned
		Basic presentation reviewed
		Deadlines set
		Committees report on plans
		Voter registration drive studied
18		Newspapers kept informed of progress
	5 weeks	
		Brochures should be completed by printer
		Posters, flyers, etc., should be ready
		Speaking groups should be trained
	4 weeks	
		Campaign Kick-Off
		Community dinner held for influential members of community
		Campaign program presented for first time at dinner
		Representatives of all news media at dinner
		Voter registration drive ends
		School paper should carry factual story to community
	3 weeks	
		Begin speeches and presentations to community groups
		Newspaper election feature story
		Letter sent to newly registered voters with election brochure
		Coffee hours conducted in private homes

	News story on group endorsements
	Pre-election survey made
2 weeks	
	Advertisement #1 run in local papers
	Brochures dropped at each house in community by Block Captains
	Letters sent to community ministers, priests, rabbis
	Newspaper election feature story
	Newspaper editorial
	Pre-election survey #2 made
	Coffee hours conducted in private homes
1 week	
	Localized flyers distributed
	Endorsement news story
	Newspaper ad #2
	Last pre-election survey
	Endorsement ad in newspapers just before election
	Coffee hours conducted in private homes
Election Day	
	Telephone campaign starts; babysitter service; transportation service; poll watchers; "Vote Yes" cards distributed at polls
2 days after election	
	"Thank you" letters go out to all workers
	Financial reports go out to all contributors
	"Thank you" ad placed in paper
	Post-election survey conducted
	"Thank you" affair held for all Citizen Committee workers

The Right Communication Channels

When a school system needs additional tax funds for new school buildings or operating purposes, it is not just the concern of school administrators and the board of education. This is the community's problem, and residents of the community need to understand the critical needs of *their* schools. Too many school election campaigns have been conducted solely upon a mass media approach, or limited to materials sent home with children.

Person-to-person, face-to-face, word-of-mouth communication

is the most effective means of communication, far better than printed messages. That's how politicians get elected and also how community issues are decided. Communication research indicates that citizens are made *aware* of community issues through information in newspapers, on radio and television. But, research also proves, people usually decide how to vote on an election issue about two weeks before an election, and they generally rely on the word of a neighbor or friend to reach that decision. Individuals make decisions within the context of their own society, among the people they work with, bowl or play bridge with, or in conversations over the back fences of the neighborhood.

This kind of communication is far more effective than the one-way efforts of mass media or printed materials. *Both* types of communication are necessary in order to achieve success at the polls on a vital community issue. If school campaigners have made the decision to conduct a selective ("Yes" votes only) voter campaign, then a face-to-face communication effort is a must! To be successful, such a campaign requires careful organization and the active participation of many, many citizens.

That person-to-person campaign should begin with an analysis of the many "publics" that need to "get the message." First, key citizen committee leaders and school officials should meet informally with chief influential community leaders. This "power structure" must be one of the first groups to know and understand the school election issue, and to lend their support and assistance. Formal informational meetings should be scheduled with other groups, such as the board of directors of the Chamber of Commerce, the union labor council, major industrial executives, the council of churches, and other influential community organizations.

Next, schedule informal sessions with a number of other "influentials" in the community. Don't overlook the value of a private meeting with the barbers of the community (in one of the barber shops, at the convenience of the barbers on a day when the shops are closed), the letter carriers at the post office, laundry truck drivers, even bartenders. A pre-election campaign analysis should have revealed how the community talks together and who are the people who do the talking. These informal opinion leaders are usually overlooked in campaigning—which is a drastic mistake!

The Grassroots Work

The people who are a priority public in a school tax election campaign are those who have, or soon will have, children in the public schools. Parents are the best potential YES voters and are the focus of a neighborhood face-to-face communication plan. To be succcessful in moving the campaign into the home, plenty of time and organizational effort need to be spent in this vital stage of the over-all campaign timetable.

These steps should be followed in developing a block-by-block campaign effort:

1. Campaign leaders should select a citizen to organize the house-by-house campaign. Select a person who has organizational skill, is known and respected by most people.
2. Based on a careful analysis of previous school tax elections and a study of present location of clusters of parent residence, the school district should be divided into geographical areas or elementary school attendance areas.
3. Area chairmen should then be chosen by the chairman of the campaign. Here again, these should be people who have children in school and who have lived in the geographical or attendance area for some time.
4. Area chairmen then need to recruit parent workers to serve as block chairmen or subdivision chairmen within a specific portion of the geographical or attendance zone.
5. Other workers need to be recruited:
   a. Coffee hour hostesses
   b. Telephone callers
   c. Poll watchers or challengers
   d. Transportation workers
   e. Babysitters on election day
   f. Opinion surveyors, prior to and after the election.
6. The community canvass chairmen should meet with all area chairmen, provide them with materials and a timetable, and develop plans for implementing the campaign in each zone or area.
7. Area chairmen follow this meeting with a session in their zone, attended by block captains or precinct captains and other workers. (A separate "training" session might be scheduled for all coffee hour hostesses, to supply them with the format and materials for a coffee hour.)

8. Block workers and coffee hostesses supply names, addresses, and telephone numbers of parents who are identified as potential YES voters. This list, in each area, forms the audience for the telephone callers, who will call these parents on election day and remind them to vote. The same list is used by poll watchers who check off the arrival of the YES voters on election day.

This is a great deal of just plain hard work. Said one citizen committee chairman, "No labor, no victory." Obviously, the block-by-block canvass, coffee hours, telephoning, poll watching, and baby-sitting activities require careful planning, far in advance of the election if it is to be successful. The more parents who work in this neighborhood campaign, the more YES votes that are assured in the election. When over 500 women take part in this type of election campaign, 500 YES votes are guaranteed. If half of them convince their husbands, add another 250 votes. If each convinces one neighbor, add another 500 YES votes. Add to this the employees of the school system and citizen committee members, and campaigners have a good idea how many positive votes are available. The balance remaining to be successful at the polls is dependent upon the efforts of all workers to inform other parents.

A "Campaign Guide for Workers" and samples of materials used by successful citizen committees is contained in the appendix of this handbook. Although not directly applicable to all communities, the materials offer valuable organizational suggestions for election campaigning.

Tucked in the sample campaign timetable is a suggestion for pre-election opinion sampling. The day of election and final election results should not come as a surprise. Committee workers should know in advance how many YES votes are needed to win, and be able to measure the effectiveness of their information efforts prior to election. Such assessment often relies upon simple opinion polling, on even a random sampling basis, in the neighborhoods where the block-by-block campaign is being carried on. Citizen survey workers should be assigned to poll parents in these neighborhoods, ideally, three weeks, two weeks, and the week before the election. If 10 volunteer opinion pollsters each interviews parents in 10 different homes, one on each street, or each side of the street, or each section of a subdivision, weekend "skull sessions" of cam-

paign leaders will then provide an indication of the effectiveness of campaign efforts that week.

One committee, for example, had pollsters ask these questions in their pre-election sampling:

1. Are you a registered voter?
2. Are you aware that a special school election will be held on (date) to provide funds for (purpose)?
3. Have you personally received materials and information so that you can make up your mind as to how to vote?
4. If that election were being held today, would you be in favor of the school proposals?

One of the key questions, number three, was a barometer of the effectiveness of the coffee hours and block canvass. As one area chairman put it, "This way I can tell if my gals are at work in the neighborhoods, telling the story and distributing materials." When a survey three weeks before the election reveals the majority of parents polled have not received enough information on the election, that's a sure sign of the need to step up the neighborhood information effort in that specific locality. And usually, when this is done, the survey the following week reveals a considerable decline in reported lack-of-information and an increase in YES respondents.

Who Does What?

If "everyone works at our house" is the battlecry of the election campaign, committee leaders need to determine who can best accomplish the tasks that need to be performed. Citizens, board members, administrators, teachers, and other school employees all need to be involved in certain aspects of the campaign.

THE CITIZEN COMMITTEE, under the direction of its smaller, steering committee, is responsible for:

1. Developing the general policymaking for the campaign
2. Conducting the research, election and community analysis; planning and organizing the strategy and timetable
3. Directing all campaign fundraising efforts
4. Recruiting workers
5. Preparing all materials
6. Developing and executing all publicity
7. Organizing and operating a speakers bureau (in conjunction with the school staff)

8. Directing all campaign advertising
9. Obtaining endorsements for use by the advertising subcommittee
10. Organizing and conducting the person-to-person campaign, based on area or school attendance zones
11. Planning and conducting pre-election and post-election opinion sampling.

The BOARD OF EDUCATION is responsible for:

1. Making the final decision of the type and size of election proposals
2. Making final decision on date of the election
3. Endorsing the work of the citizens committee and campaign in the local news media
4. Making appearances at large public gatherings to indicate board support
5. Assisting school administrators and citizen committee leaders in contacts and informal meetings with community "power structure"
6. Speaking before specific groups where board members have special influence
7. Giving encouragement to citizens committee and staff
8. Assisting in post-election "thank you" to all citizen committee workers and providing special recognition for campaign leaders and key workers.

SCHOOL ADMINISTRATORS have these responsibilities in a school election campaign:

1. Directing the attention of the board of education to the necessity for examining critical school needs
2. Working with the board and citizens in development of a citizen advisory study committee to assist the board of education in formulating specific needs
3. Assisting citizens committee in compiling data, in community analysis, and in preparing brochures and other printed materials
4. Assisting citizens committee on speaking assignments (one administrator should be available at each presentation to assist in answering questions)
5. Informing all members of the school staff of the need for the special school election
6. Helping to arrange presentations to community groups and organizations

7. Assisting school employee organizations in turning out the vote of employees and their husbands or wives
8. Providing any general assistance the citizens committee might require, such as parents lists.

The LOCAL EDUCATION ASSOCIATION can assist in the campaign by being responsible for:

1. Determining which teachers should assist citizens and school officials in the study of school needs
2. Meeting with school officials to consider specific election proposal(s)
3. Determining which teachers should serve on the steering committee of the campaign
4. Obtaining professional public relations assistance for citizen committee members and leaders through the state education association
5. Providing a financial contribution to the campaign fund
6. Assisting school administration in thorough staff communication about the election
7. Assuming the primary responsibility for turning out the vote of teachers and their friends, as well as those of all school employees. Don't forget retired teachers
8. Publicly endorsing the election proposal
9. Determining which teachers can assist the citizens committee in specific campaign tasks, such as:
   a. Preparing visual or printed materials
   b. Developing lists of names, addresses, and telephone numbers of parents, by block or geographical organization
   c. Serving as resource people on citizens committee speakers bureau
   d. Assisting the citizens committee in obtaining endorsements from groups where specific teachers have a special influence
   e. Serving in the face-to-face campaign as drivers, telephone callers, and/or providing materials for precinct and block workers (teachers should not actively participate in door-to-door campaigning and should *not* make an effort to influence votes through their students)
10. Organizing and directing, with the help of citizens, the pre-election voter registration campaign.

STUDENTS, in most cases, should not be actively involved in the public information campaign. Their energies and interest can

best be channeled into volunteer efforts with the citizen committee, such as poster painting, voter registration activities, babysitting on election day during after-school hours, some specific projects for fundraising for the citizen committee, and assisting citizens in preparation of worker kits of materials. In many communities, high school student councils have asked citizen committee leaders to meet with council members to explain the school election story or to inform students at school assemblies. Voters resent many types of election activities of students and often accuse school officials of "using" children to influence parents. Student marches and demonstrations in support of school election proposals should be avoided; these often backfire with unexpected and undesirable results.

Campaign leaders should not overlook the important contributions school employees make to an election. *Custodians, school secretaries, bus drivers,* and *cafeteria workers* all need to be informed of the election and urged to assist in the information campaign.

Basic Campaign Tools

Whether campaign strategy calls for a selective voter effort or not, a number of techniques are required to inform citizens of school needs and the special school tax election. Here is a "grocery list" of aids that can and usually should be used to get the message across:

BASIC BROCHURE: This should be the main campaign piece of printed information. It should be small enough to fit a #10 mailing envelope, be simple, attractive, and readable. This sets the theme for the entire campaign and should receive wide distribution (handouts, conversation centerpiece for coffee hours, direct mail, etc.). Remember, the theme is child-centered and so is this brochure. Don't fill it with a maze of detailed facts or charts. The need should be explained, so should the costs to voters, and details of the election (place, date, time, etc.). Include this copy somewhere in the brochure: "No public funds were used for this pamphlet, prepared by the (name of citizens committee, chairman, address)."

BASIC PRESENTATION: This is the election story, for presentation to groups in the form of a speech, with or without visual aids, or a filmstrip, or even a short motion picture. It

should carry the school election message in a short, forceful, and entertaining manner. Based upon the same points as the basic brochure, it should focus on the child-centered theme, appeal to emotions, and contain appropriate, brief back-up facts. If it's a speech (prepare a standard 20-minute one), train speakers thoroughly with a standard outline so all speakers hit the same major points. Whether a speech or visual presentation (which is more effective), schedule the basic presentation before every group and organization in the community, and in the living rooms during coffee hours in the neighborhoods. Answer every question after every presentation, and get the audience's endorsement!

INSTANT INFORMATION CENTER: Citizen committee members, especially coffee hour hostesses, are reluctant to assume community speaking assignments. They do not know all of the information necessary to field questions about the election. Equip each worker with the telephone number (night and day) of the "Instant Information Center" where quick answers to specific questions may be obtained. Give the number wide publicity. Man the telephone with knowledgeable school staff members and/or key citizen committee leaders.

COFFEE HOURS: One of the most effective tools of communication in a community campaign, this provides a small enough group where questions can be raised and answered and feelings described openly. These neighborhood sessions can be real attitude-changers and get hundreds of people involved. Also an excellent "feed-back" device to relay to citizen committee leadership the primary concerns and questions of parents. These are the barometers so necessary during the campaign.

LOCALIZED "FLYERS": These are a simple summary, localized by elementary school, of the school district needs and how those needs apply to a specific attendance area. Especially helpful on a bond issue campaign, these can be used to drive home the answer to a common query, "How will my children (or those in this neighborhood) benefit from the school proposal?" Easy to distribute, neighborhood flyers can be passed out door-to-door, in business places, or even at the polls on election day.

LETTERS: A powerful and often neglected piece of campaign literature. Use of letters allows the advantage of a specialized message for specific groups, such as clergy, newly registered voters, parents of pre-schoolers, members of parochial parishes, friends, etc. The personal touch, lacking in most campaign

literature, is available through a letter. An excellent tool for the professional teachers association in a selective mailing campaign.

ENDORSEMENTS: A standard, blank endorsement form should be prepared by the citizens committee to make it easy for every organization or individual in the community to endorse the school proposals. When endorsements are obtained, especially from large organizations or influential people, they are the "peg" for pre-election news stories. Just before the election, a large newspaper ad listing all endorsees can be very persuasive with many people.

ADVERTISING: If funds are available, ads in mass media can help promote the general campaign theme and should be sponsored by the citizens committee. A handy vehicle for printing endorsements, newspaper advertising can also be used to counter late opposition. Radio spot announcements on election day help remind voters to get to the polls; the shorter and more frequent the "spot" the better. Television advertising is the most expensive and probably has the most impact.

NEWS STORIES: All news media in the school district should be advised early of the study of school needs and be consulted for advice and suggestions in informing voters during the campaign. Even an antagonistic or neutral press is entitled to the same copy as supportive news media receives. If editors are opposed to the proposals, key citizen committee leaders will learn this early in the campaign if they contact all media very early. Citizens should personally visit these editors to attempt to learn the reason for the opposition and obtain some news coverage anyway. Newsmen should get steady reports of the organization and activities of the citizen committee, of any special subcommittees, of endorsements, major speaking appearances of committee members, and any special pre-election campaign events. Hopefully, articles or a series of articles on the *needs* triggering the school election will be featured by news media. All news releases should emphasize the campaign theme through constant repetition.

EDITORIALS: No news story carries the weight of an editorial endorsement by the mass media. Committee leaders should discuss this possibility with editors and news directors to see if the media will take a supportive stand just prior to the election.

TELEPHONE CALLS: Anyone can make a telephone call and campaign leaders can never have too many helpers in this

department. Calls should be thoroughly distributed but selectively to potential YES voters. Each caller should have a standard message to read, plus a list of parents' names and numbers. A good telephone campaign on election day helps turn out the YES vote.

OPINION SURVEYS: Vital to measurement of opinion in pre-election analysis, these are necessary in weekly installments beginning with three weeks before the election. Surveys reflect voter acceptance of the school proposals, or lack of it. They also help inform (and convince) many respondents. A post-election survey helps assess the effectiveness of campaign techniques and major sources of influence.

POSTERS, BUMPER STICKERS, BILLBOARDS: Use of these materials will depend on financial resources. Posters should be provided homes of residents as well as business places. Bumper stickers can be useful, but in suburban communities the effectiveness is doubtful. There are so many bumper stickers for all kinds of issues, most are losing their effectiveness. Billboard and outdoor advertising, bus cards included, can be put to good use by large school districts. Each of these devices must repeat and emphasize the basic campaign theme.

PEOPLE TALKING: Best known device for election success—everybody talking (favorably) about the school election. This beats all the paid printed advertising and news stories in the world. House-to-house, block-by-block campaigns, coffee hours, and telephone calls are the only way to set the tongues in motion.

POLL HANDOUTS: Voters' minds are made up long before they get to the polls. Last minute, emotion-oriented brief messages may be printed for handout at the legal distance outside voting precincts. A community that used the election theme, "Children Are Important in Central City," handed out small cards on election day that simply said, "Today is the day we decide if children are important." Localized flyers may also be used. One citizens committee, using blue balloon illustrations on all campaign literature for a "children's day" election theme, simply had committee members stand outside polls holding blue balloons bearing the same message!

WORKERS' HANDBOOKS: These make citizen committee workers feel more confident and comfortable as they know what their job is and how to do it. But don't make the handbook too detailed or it won't be read; and don't fill it chock full of a detailed explanation of school finance.

BABYSITTERS, ELECTION DAY DRIVERS: Both are helpful in areas where there is an overabundance of families with small children. Transportation teams and babysitting service by adults and older students help make it possible for young mothers to get to the polls. If mother votes, she'll remind her husband to do the same when he comes home from work.

Utilization of several or all of these campaign aids will determine both the campaign budget and timetable. It takes time to plan and develop materials and house-by-house campaigns. See why most successful elections are developed months in advance? ? ?

The Opposition

Opposition to increased taxes is always present. It can only be effective, however, if the general climate in the community permits it to be effective. Opposition must be anticipated, but often it can be smothered before it gets off the ground. Some opposition is often necessary to stir the usual, apathetic YES voter into action and send him into the voting booth!

How do you "smother" opposition? By a good, year-round public relations program, by the school district and the professional education association. That's a basic requirement. If school needs are realistic and widely recognized and are accompanied by an honest, sincere desire to provide a better educational program for children—opponents haven't a chance! A well-organized, carefully timed and fast-moving campaign is a necessity—one involving the entire staff and citizens, *and lots of them,* and a campaign that focuses on a person-to-person effort throughout the community.

When an election campaign is child-centered, it forces the opposition to speak against children and their educational needs. It's easy to drum up support against higher taxes, or against certain school personalities. But it is tough for the opposition to draw an audience when they oppose the needs of children.

Afterwards: Then What?

Win or lose, the job of the citizens committee is not over when the polls close. Win or lose, it's difficult to get people working on post-campaign tasks once the election is held. It's even more

difficult to seek the additional funds necessary to finance all campaign expenses!

The campaign timetable should include a number of follow-up steps, such as:

1. Letters of appreciation from citizen committee leaders and the board of education to every single worker, newsman, staff member, etc.
2. A complete financial statement, showing how campaign funds were spent, should be sent to all contributors.
3. Complete records should be assembled of what was done, when and how, as well as copies of every form, brochure, ad, and letter that was used. These records will be invaluable in the next campaign, along with a precinct-by-precinct tally of voters, and the lists used by challengers.
4. An opinion survey should be conducted to determine what was most effective, and least effective, in an analysis of why the election results came out as they did. Win or lose, this is important. This post-election poll should reveal who voted (how many parents, non-parents?), what information helped them decide how to vote, and where that information came from (which channel of communication?). This final opinion poll should be planned ahead of time and conducted in the same neighborhoods as the pre-election surveys.

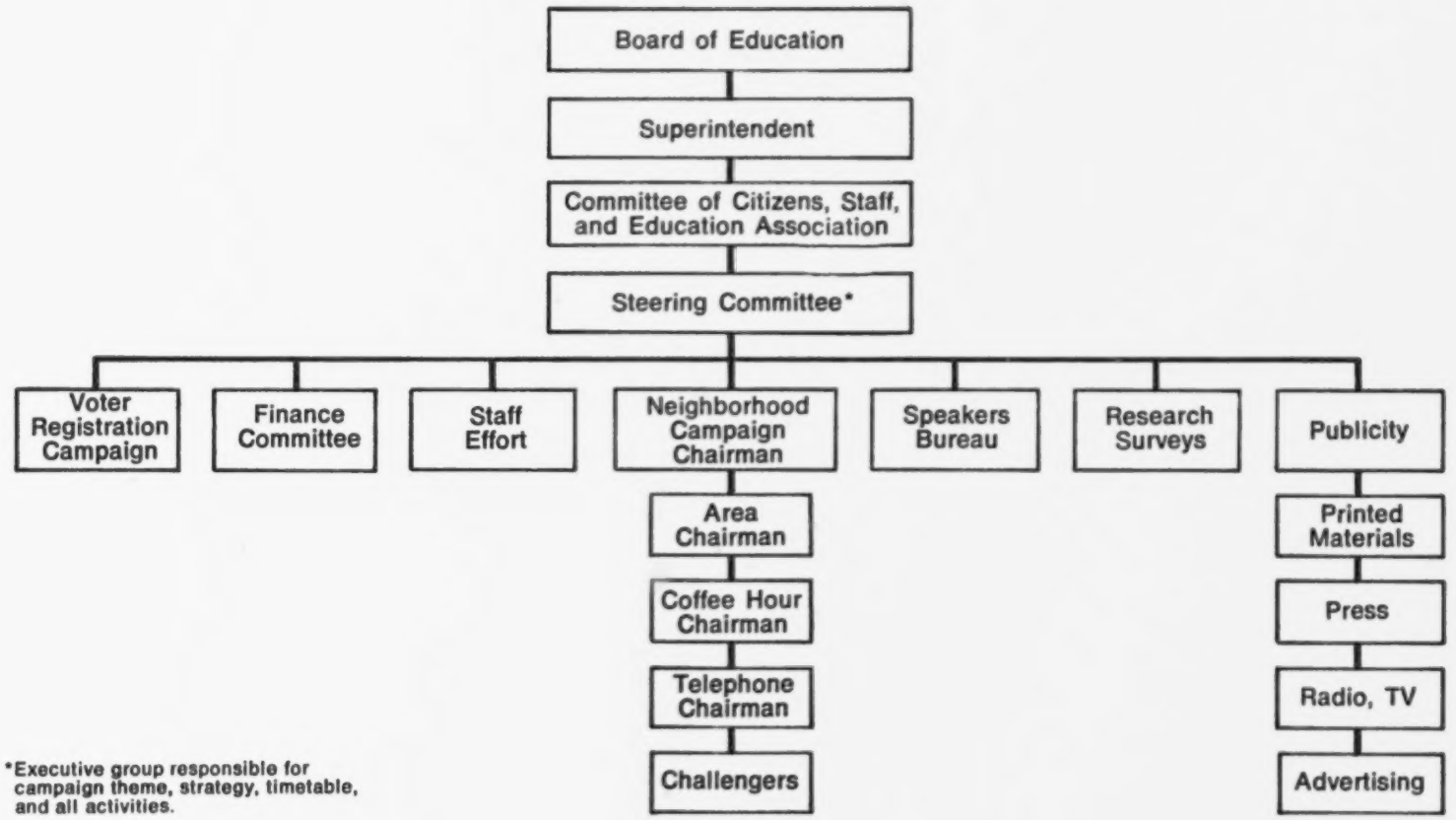
Plenty of time, then, needs to be spent after the polls close, thanking workers, compiling materials, analyzing the opinion survey results. Committee members should draft suggestions and recommendations for volunteer leadership to use in the next school election.

From kickoff to touchdown, all of the steps outlined in this brief handbook are a lot of work.

But, as the committee chairman put it, "No labor, no victory."

Sample Materials Used In School Tax Election Campaigns

Guide to Campaign Organization



*Executive group responsible for campaign theme, strategy, timetable, and all activities.

Principles For Selection and Use of Citizens Committees
(Courtesy of: Dr. Roland Strolle, Western Michigan University)

Before any citizens committee can really function effectively at the local level, it must have the approval of the board or boards of education concerned. Each board should recognize the value of having citizens committees and should encourage the organization of such groups if conditions at the community level warrant it.

Much has been written and said about citizens committees. Many people have had years of experience with hundreds of citizens groups. The following annotated principles reflect experience with both the theoretical as well as the practical approach to the problem:

1. Board of Education should be responsible for the formation of citizens committees.
   a. Representation should come from the entire area under study.
   b. Membership should be a representative cross section of community interests and should reflect more than one point of view.
2. Larger committees work more effectively if a smaller steering committee selected from the larger groups can be given definite responsibilities.
   a. From 7 to 15 members—carefully chosen—again representing area under study.
   b. Members should be intelligent, open-minded, civic-minded, and able to devote some time to study.
   c. Should give guidance and direction to the overall study.
   d. Be responsible for the formation of study committees and act as chairmen of said subcommittees.
   e. Spell out ground rules or guiding principles upon which study will be based.
   f. Make provision for reporting progress and the final presentation of the group's recommendations.
   g. Sponsor public meetings, publicity, and formulate the final report.
3. School employees should understand the function of the citizens committee.
4. The committee should be organized on a formal basis with whatever bylaws that are necessary. Vacancies must be filled, communication channels must be kept open, etc.
5. Liaison with the board of education and school employees

should be provided for through actual representation on committees or by establishing definite communication lines.

6. If membership is made up of representatives of different community organizations, said members should be encouraged to participate as individuals. This is difficult to achieve in all instances, but it is tremendously important.
7. Encourage each subcommittee to begin its study by concerning itself with a phase of the work that can be accomplished successfully by a lay committee. Provide opportunities early in the study, however, for all of the members and school personnel to focus their attention on the purpose of the public school in our society. As an example, school districts must be perceived as a *means* to an end.
8. Bring all of the resources of the community to bear on the problem. Don't look to the state department of education and the universities until you have taken a good look at your local and county resources. Bring in outside consultants when you are ready for a particular skill that they might have.
9. Citizens committees should work through and with the local school authorities and not in opposition to them.
10. Citizens should be encouraged to base all of their discuscussions and draw their conclusions on observations and factual information. A good chairman provides the best insurance for success in this area.
11. Recommendations arrived at in this manner should be respected by the board of education. If careful liaison has been provided and has been observed, there will be no need for controversy or misunderstanding to develop at the termination of the study.
12. The integrity of the citizens committee should be nurtured and preserved.
13. The board of education should accept the final recommendations of the committee, establish communication channels for immediate follow-up, if necessary, and discharge the group in an acceptable manner. Often a dinner meeting or a semi-formal affair is arranged for such an occasion.

(Sample)

Campaign Guide For Workers

1. *Each precinct* should be assigned a Captain by the local PTA president or school election committee chairman.
2. *Each block* in every precinct should be assigned a *Block Captain.*
3. The duty of the *Precinct Captain* is to help secure parents in his precinct to work as block captains, telephone operators, challengers, poll workers, and drivers.
4. *Block Captain's duties:*

   a. Block Captains will be given a purple card for each parent on his block. The card will contain such information as the parent's name and address and other necessary information.

   b. Block Captains will be given brochures explaining the school election.

   c. The Block Captain will contact each parent assigned to him, give the parent a copy of the brochure and urge support of the proposal on —(date)—. At this time, the Block Captain should try to determine if the parent is For or Against the proposal or undecided, if this can be done discreetly. The voter's response should be indicated on the card (For—Against—Undecided). This survey should be completed by —(date)—.

   d. Parents who are against the proposal should not be contacted after the final survey.

   e. After the final survey, Block Captains will turn in to the Precinct Captain the cards of all parents opposed to the proposal and work with only those who are in favor of the school proposal on election day.

   f. All Block Captains are urged to arrange for coffee hours on their blocks *(See Coffee Hour Instruction Bulletin).*

   g. Posters—Try to place a poster in the window of every home on your block.

5. *Telephone Callers:*

   a. Each telephone caller will be assigned an alphabetical list of parents. The telephone numbers of most parents will be listed in the extreme right column. These numbers should be re-checked for accuracy. Those without telephone numbers listed should be looked up in the telephone book to determine whether they have a phone.

   b. If possible, each telephone caller should be given no more than 20 names.

   c. Telephone callers should make their initial calls during the week of —(date)—. Callers should remind voters of the

—(date)— election, ask them to vote for the proposal, and inform them that they will be calling back on *Election Day* reminding them to vote.

d. Telephone callers should work independently of Block Captains.

6. Challengers, Poll Workers, and Drivers instructions are included in the *Election Day Guide*.
7. Green cards, in street file order, and pink cards, in alphabetical order, are for the challengers' use on Election Day. (See *Election Day Guide*).
8. *Precinct Table of Organization*

   a. Completed Precinct Table of Organization forms should be sent through the school mail to ———————— School, Attention of: —(name)—.

   b. These forms should be completed and forwarded to —(name)— before —(date)—.
9. Each worker—school election chairman, precinct captains, block captains, telephone callers—is urged to carry out his assigned responsibility in this total effort to the very best of his ability.

   All *School Election Chairmen* are urged to:

   a. Get a Block Captain working on every block in his assigned area.

   b. Assign every parent with a phone to a Telephone Caller.

   c. Have a Coffee Hour in every block.

   d. Place a poster in the window of every home.
10. For answers to any questions concerning organization call:

(name)
(telephone number)

(name)
(telephone number)

Workers' Guide
(Date)

1. *CHALLENGERS*
   A. Challengers should be scheduled to work from the time polls open until they close. Relief challengers should be assigned on a shift basis.
   B. Challengers at each precinct will have two files of the "Favorable" registered voters. One file will be in alphabetical order by precinct and the second file will be in street or block order.
   C. As the voters come to vote, Challengers will pull the cards of those who have voted from both files.
   D. Challengers should be scheduled for 2-to-4 hour shifts when possible.
   E. A list of all Challengers and their schedules should be turned in to the Central Coordinating Committee no later than —(date)—. Precinct Captains will give their schedules to their School Election Coordinator no later than —(date)—.
2. *TELEPHONE CALLERS*
   A. Telephone Callers should start calling names assigned to them about — p.m. on election day and continue calling until each assigned voter has been reached.

   B. Telephone Callers should remind the voter to vote, and to vote *YES*.
   C. If a voter desires transportation to the polls, the Telephone Caller should call the School Election Coordinator so that a car and babysitter can be sent.
   D. School Election Coordinators will turn over a list of the Telephone Callers to the Central Coordinating Committee before —(date)—.
3. *PRECINCT CAPTAINS*
   A. Should make the following checks on —(Date)—, the DAY BEFORE ELECTION DAY, —(Date)—:
      (1) Check to see if all Challengers know their schedules and their duties.
      (2) Check to see if all poll workers know their schedules and their duties. See if poll workers have their literature to be passed out.
      (3) Check with all Block Captains to be sure they know when and where to pick up their list of voters who haven't voted and that they understand the procedure to be followed.
      (4) Check to be sure cars, drivers, and babysitters are available in each precinct at least between 4 and 8 p.m.

B. Precinct Captain should check his *voting location* periodically during the day to be sure it is covered at all times.

C. Reports to Central Coordinating Committees:

(1) Report the total number of "Favorable" votes, (parents who earlier had indicated support for the proposal) and total number voting, to School Election Coordinator on Election Day at 12 noon, 4 p.m., 6 p.m., and, the final report, after the polls have closed.

(This information is very important so that help can be provided in precincts where the voters are not coming out as expected.)

D. Check on each block to be sure that all Block Captains are carrying out their duties and to see if any need assistance.

4. *BLOCK CAPTAINS*

A. Block Captains should obtain from the Precinct Captain, between 4 p.m. and 5 p.m. on Election Day, the list of voters in their block who haven't voted.

B. These voters will be contacted personally by the Block Captains and reminded to vote, and to vote YES.

C. Block Captains should continue to call back until each voter on his list has been reached.

5. *POLL WORKERS*

A. Poll Workers should be scheduled from the time the polls open until they close.

B. Poll Workers will have a brochure or handout card to give each voter urging support of the proposal. Workers should verbally, and pleasantly, urge voters to vote for children as they hand the card to the voter.

C. A list of all Poll Workers and their schedule should be turned in to the School Election Coordinator before —(day and date)—. School Coordinators will turn their list in to the Central Coordinating Committee before —(day and date)—.

6. *ALL WORKERS*

Make every effort to carry out your assignment to the best of your ability. If some emergency arises and you cannot do your assigned job, contact your Precinct Captain or School Election Coordinator so that a suitable replacement for you can be found.

A Successful School Election depends on *every worker* carrying *his* share of the *load*.

CAMPAIGN COORDINATING COMMITTEE

(Names and telephone numbers)

HELP WANTED
School Election Volunteer Form

NAME

ADDRESS

TELEPHONE

PRECINCT

I WILL WORK FOR THE PASSAGE OF THE SCHOOL PROPOSAL IN THE FOLLOWING JOBS: (Check as many as you wish)

( ) Help with mailings—stuff envelopes, etc.

40 ( ) Telephone on Election Day

( ) Telephone—week before Election Day

( ) Act as Block Captain or Assistant Block Captain

( ) Work at Polls on Election Day Time ____ To ____
(pass out material)
Precinct where prefer to work _____

( ) Challenge at Polls on Election Day Time ____ To ____
Precinct where prefer to work _____

( ) Drive People to Polls on Election Day Time ____ To ____

( ) Babysit on Election Day Time ____ To ____

( ) Serve Refreshments on Election Day Time ____ To ____

Precinct Table of Organization

PRECINCT _____

SCHOOL ASSIGNED TO _____ PRINCIPAL _____

School Election Coordinator _____ Address _____ Phone _____

Local PTA President _____ Address _____ Phone _____

Precinct Captain _____ Address _____ Phone _____

Precinct Co-Captain _____ Address _____ Phone _____

BLOCK CAPTAINS:

Block	Name	Address	Phone
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Precinct _____

TELEPHONE CALLERS:

Name Address Phone

1._____

2._____

3._____

4._____

5._____

6._____

CHALLENGERS:

Work Schedule Name Address Phone

1._____

2._____

3._____

4._____

5._____

POLL WORKERS:

1._____

2._____

3._____

4._____

5._____

6._____

DRIVERS:

1._____

2._____

BABYSITTERS:

1._____

2._____

(Sample)

Regulations On Challengers

CHALLENGERS ARE TO BE GUIDED
BY THE FOLLOWING REGULATIONS:

1. Challenger must be a registered voter.
2. There may be only one Challenger at the poll at one time.
3. The Challenger must present the official identification card.
4. He may not touch the poll book or slips at any time.
5. The precinct workers will be instructed to check back through the book for the Challenger if no one is waiting to vote.
6. The Challenger may not at any time interfere with the process of voting.

(NOTE: Regulations governing Challengers vary from state to state. Election officials in each governmental unit should be contacted for information applicable to that locality.)

(Sample)

Election Day Telephone Calling Guide

1. Calls should be made beginning at 9:00 a.m. and continuing until the assigned list is completed.

2. Note the people who said they have not yet voted. Another call in mid-afternoon should be made to these people.

3. Suggested approach:
"This is _____, a parent from _____ School. I have volunteered to call people in our community to remind you to vote today in our special School Election. Be sure to '*Vote Yes.*' The polls will be open until _____ o'clock tonight so be sure to vote, if you have not already done so."

4. If anyone wishes information on the election, simply refer to your brochure.

5. Your phone calls may seem like a small item that takes a great deal of time. But this last-minute reminder will cover every classroom of parents in our school district. The thoroughness of this telephone canvass *will determine the final election results.* With this effort we'll provide a better education for our children.

Thank you . . .

Sample Letter of Thanks to Block Captains For Accepting Job

Dear _____:

This letter is to thank you for having accepted the job of Block Captain.

In the final analysis, the success of our school tax campaign depends on your getting the "YES" voters in your block to go to the polls on election day.

The P.C.F. (Put Children First) Committee is prepared to assist you in every way to make your task successful, so please do not hesitate to call on us. If we all pull together, we cannot fail.

Sincerely yours,

Chairman
P.C.F. Committee

(Sample)

Helpful Hints To the Harried Hostess . . .

The "Coffee Klatch" is a fact-giving process, the heart of an honest effort to inform citizens of the school election.

How will you do it?

You will be given a fact sheet to serve as your guide when questions are asked. If the answer is not there, call _____ and we'll have it for you. When in doubt, find out! You'll also be given brochures to give to your coffee drinkers so they may go home and share the facts with their husbands.

Basically, other than enjoying visiting with your friends and drinking coffee, about all you need to do is remind your guests:

1. Of the election date and place.
2. What they are voting on.
3. Why? How their children will benefit.
4. How much it will cost.
5. To take a brochure home and talk with their spouse.

Then, whatever the election outcome . . . we will expect a good turnout of parents at the polls. Let's hope past practice is changed where only a few vote on school matters—that's the persecution of the many by the few!

Thanks!

Signature

(Sample)

How To Plan a School Election Coffee Hour

The purpose of the Coffee Hour is to acquaint people with the School Election and what it means to them and their children, and to recruit people to help in the Election Campaign.

Every Block Captain is urged to schedule a Coffee Hour on his block before the Election, —(date)—.

1. What to serve: Coffee and tea plus something sweet, such as cookies, cake, donuts, coffee cake, etc.
2. Fill in invitations and pass out to neighbors two days or more before Coffee Hour if possible. Telephone or go from door to door as a reminder on the day it is to be held. Feel free to invite other friends in —(city)— who might be interested.
3. Begin promptly so that people will not have to stay too long. Ask people to fill out volunteer form before they leave if they are willing to work.
4. If you do not know all of your neighbors, name tags will help everyone get acquainted as they arrive.
5. Allow the speaker to speak as soon as possible because he may have another meeting to attend.
6. After the speaker has spoken and questions have been answered, thank everyone for coming and adjourn the meeting. Refreshments are served after the meeting.
7. The Block Captain will attend the meeting to collect the volunteer forms and to lend you a helping hand.
8. REMINDERS:
   a. Keep it simple.
   b. Begin promptly.
   c. Don't drag the meeting out!!

GOOD LUCK, AND THANKS FOR HELPING US
Feel free to call the Coffee Hour Chairman for
additional information and assistance.

The Committee (Name)

Coffee Hour Chairman:
(Name and telephone number)

(Sample)

Dear Neighbor:

_____

invites you to a meeting to discuss Quality Education in _____

_____

Citizen Committe members will be present to explain the —(date)— election and what it means to you, your children, and your community.

Come and express your opinions and ask questions so that you can do your share to insure the future of your children and your community.

DATE _____

TIME _____

PLACE _____

PLEASE COME AND BRING A FRIEND

SAMPLE SPEAKER'S OUTLINE

A School Election Story

Visual Artwork		*Speaker*
The Highland Park Story	I.	Highland Park has a proud tradition of good schools.
		A. Citizens have continually supported and insisted on an outstanding educational program for our children.
		B. Over the years, the community has provided for its children what has been thought most important here—a good education —from nursery school through two years of college.
children are important in Highland Park	II.	Now we're faced with an important decision—an opportunity to continue that tradition and maintain and improve our quality education for every child.
		A. An important election is set for May 23.
		B. An election to determine how we can provide for a continuation of that quality education.
schoolhouse with (1,310 + 800) students	III.	We're faced with problems—problems which affect all of us—because they involve our youngsters.
		A. In last 5 years, total school enrollment has increased by 1,310 students.
		B. An additional 800 students, now living in the community, are expected to attend school in the next 5 years.
		C. School buildings are overcrowded —especially in our two middle schools.
		D. Ten temporary, portable classrooms are being used.
		E. The high school needs 10 more classrooms to serve the increas-

ing enrollment, and the present building is no longer able to serve educational requirements of today's high school student adequately.

F. We require new and expanded education programs, and these new programs will require expanded facilities.

microscope

IV. A citizen committee examined these problems, in a study that lasted from April to February.

A. This Citizen Advisory School Study Committee was the seventh such group in the last 10 years to study the needs of our educational program here in Highland Park.

B. This study led to a series of recommendations which have been approved by our Board of Education, and are now being presented to the voters on May 23.

operating funds
school construction

V. Their recommendations are contained in two proposals which will appear in the form of two election propositions:

A. A proposal to provide the schools with adequate operating funds, and

B. A bond issue to finance a school construction program.

teacher and child

C. Here's what those adequate operating funds would do for the youngsters who attend our schools:
(list of top educational needs from citizen committee brochure)

list of buildings
to be built

D. And the bond issue would support a school building program which would provide badly needed facilities for this educational program:

(list of buildings to be built; see citizen committee brochure)

E. This construction program — a total of $11,550,000, would provide us, not only with a new high school and a new elementary school, but with four middle schools.

F. That would assure equal quality of education for every child, regardless of where he may live or which school he attends, and

G. Full utilization of all existing buildings and classrooms without overcrowding in one part of the city.

VI. All of this can be accomplished—if we vote YES, twice, on May 23.

A. On the proposal for operating funds—which means an increase of 3.9 mills, beginning this year.

chart showing millage to be renewed, and total increased

52

B. And a bond issue proposal, which totals an increase of 2.28 mills, beginning next year.

C. The cost to each of us who owns property:

33¢

1. 33¢ a month, for every $1,000 of assessment.

51¢

2. 51¢ for every $1,000 of assessed valuation a month, beginning next year.

3. For a home assessed at $5,000, the increased cost would be about $2.55 a month—$30 a year.

Vote YES twice!

VII. It's up to each of us to determine if the education of our youngsters in this community is worth it!

Repeat flip on "children are important, etc."

A. For the future of our community will only be as bright and secure as the education of our youngsters.

use art work for
campaign theme
box of May 23

B. For many years, Highland Park has been proud of its schools and the opportunities offered to its children.

C. Your Citizens Committee urges you to continue that tradition—to vote YES twice on May 23.

D. Because, if children aren't important, nothing is!

Sample Letter To Newly Registered Voters

Dear Friends:

Voting in the special school election on —(date)— is one of the most important ways you, as a newly registered voter, can assure good schools in this area.

Your schools are faced with a rapidly increasing student enrollment which will expand more than _____ students in the next _____ years.

The school taxes being voted on must be passed if we are to build the necessary schools, hire a qualified staff and be able to heat, light, and maintain the buildings.

The fine reputation our school system enjoys is a strong factor in attracting new residents to this area. We're sure you want to keep it that way.

A brochure is enclosed to give you information on the vital needs of our schools. If you have any questions, please call either of us.

Sincerely,

Co-chairmen
Citizens Advisory Committee

Sample Letter To Newly Registered Voters

Dear Fellow Citizen:

We were very pleased to learn of your recent registration as a voter in the city of _____.

We are taking the liberty of enclosing a brief pamphlet explaining the importance of the school tax election to our city.

—(date)— is the day when we, as parents and voters, will continue necessary educational support for our youngsters.

One of the best things about —(city)— is our good school system. As a new voter, we hope you will help us keep it that way by voting "YES" on _____.

Sincerely yours,

Chairman
Citizens Committee

Sample Letter For Insertion in Church Bulletins

Dear Friends:

A good educational program in our public schools is possible only with the support of the entire community.

We know that all of you are asked to give to a variety of religious and charitable organizations. However, since the future of our growing community depends so heavily on good schools as well as good churches, we must have your support in the coming school tax election.

The following people in your parish join with the Citizens Advisory Committee in urging you to vote "YES" on _____.

List names of clergy and parishioners who have signed endorsements.

Sample Invitation To Industrial Leaders

Dear _____:

You are invited to attend a luncheon on —(date)— which may be important to the future of your company. You and your company have a larger stake in the maintenance of high quality education in the public schools in our area than you may have realized. Some of the aspects of the influence of good public education on the present status and future growth of your company will be outlined in a brief presentation to be made at the luncheon.

Manpower and resources from all corners of our community have been pooled for an efficient and effective campaign to assure passage of our school tax proposals on —(date)—. The unique role you can play in the campaign will be explained.

The luncheon, sponsored by ——(names)——, will be held at —(place)— on —(date & time)—. Please be sure your company is represented if you, personally, cannot attend.

Sincerely yours,

School Election Campaign Committee

Sample Thank You Letter To Citizen Committee Members

Thank you . . .

for unselfishly giving your time, talents, and enthusiasm to a most successful school election on —(day and date)— in the —(name of school district)—.

Your contribution in the public information effort is deeply appreciated.

One of the most important things about our community is our good school system. You helped continue that tradition through your personal efforts in the successful election for school operating funds.

On behalf of the children of the —(school district)— schools, thank you.

Sincerely yours,

BOARD OF EDUCATION
(NAME OF SCHOOL DISTRICT)
signature of president

This is booklet #1 in a series of 10 booklets written for education associations by the public relations department of your state education association and the National Education Association's Division of Press, Radio, and Television Relations and Citizenship Committee.

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